

Overview

Monday, December 9, 2019 10:26 AM

Students name: Rosemarie Enos

Students Number: 1908156

Assignment Title: A portfolio which illustrates a critical reflection of progress made on planning and implementation on 3 pedagogical principles

Pathways: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1908156_student_uwtsd_ac_uk/EiD1q4DBIUNMqkA9UmOTAx0BT1nIVaRC6Mfx-wBIDV10SA?e=MDU82I

Assessment for learning

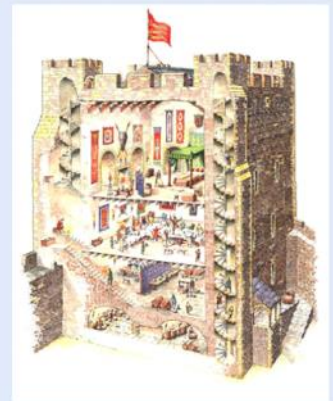
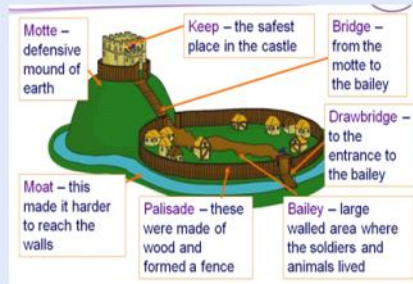
Monday, December 9, 2019

10:29 AM

Example 1

DIRT lesson

- Complete the Dirt sheets in your books
- Make sure spellings are complete.
 - Work in complete
- Improvements are made
- All sheets are stuck in



The above power point slide was used with a year 7 class after book marking as a reflective practice which is a departmental practice. DIRT lessons involve students revisiting their class work once their books have been marked, Students are then ask to reflect on the marking, make improvements to their work, check spellings and receive formative feedback which they can use to further their understanding of the work. This is an effective way of students having a better understanding of what they need to improve on and how to achieve this.

Example 2

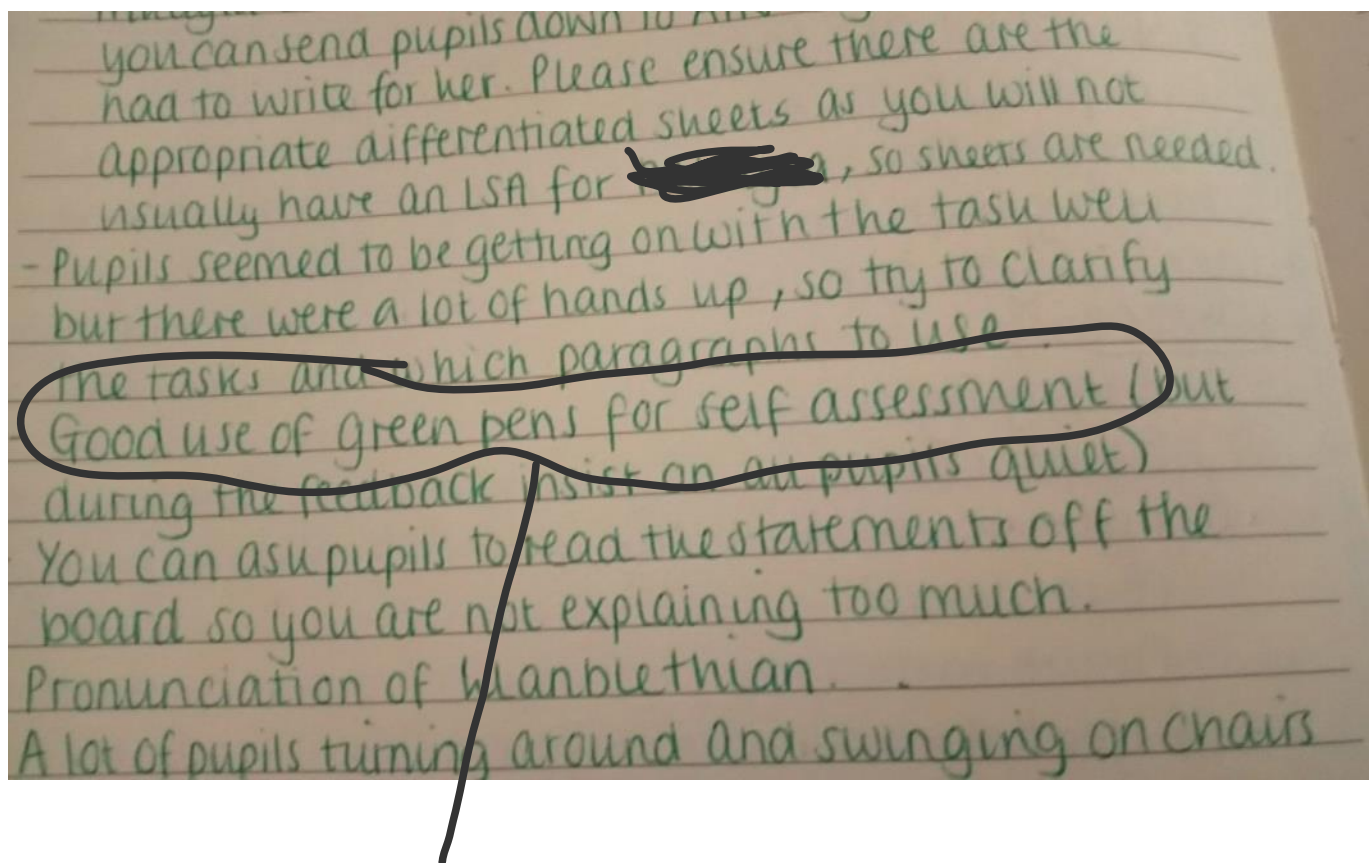
Plenary

Exit fact

In order to leave the lesson
state one fact which you have
learnt from the lesson.

The above power point slide was used with a year 8 class as a plenary to a lesson on the abolition of slavery. Each students was required to give a verbal piece of feedback about a fact which they had learnt from the lesson. The students where not allowed to give the same fact as the person who answered before them. This was effective in that each student needed t give an answer and was expected to be prepared to answer, it didn't leave any pupil out however the length of time it takes to receive an answer of every student it becomes time consuming and students don't all leave the class at the same time. Also students can copy others in the class. This activity works much better as a written exit ticket where students don't listen to all the other answers however students listening to other answers can be supportive and reflective.

Example 3



This Self assessment was used during a year 7 lesson on medieval towns. Student had been ask to read two pages out of the text book and answer 3 questions which they had been given on the lessons power point. Students completed this independently however they where able to ask their partner for help where needed. When checking answered green pens where required for marking as this is a departmental policy for self assessment or peer assessment marking. This allows students to mark their own work and corrections are then written in the green pen for students to show reflective practice.

Cross-curricular responsibilities

Monday, December 9, 2019

10:44 AM

Example 4

Pair task

Read each sheet and summarise the different ways to attack a castle. Each sheet as a 4 minute time limit before it is passed to the next pair

You need to:

Complete a mind map of the different methods including an explanation of each.

You should summaries the different information sheets onto your mindmap in the time limit allocated for each sheet.

Sappers – specialist soldiers who could fill in a moat with logs, stones or soil. Also they could dig under a wall.

Archers – a skilled archer could shoot an arrow over 200 metres, or even straight through the arrow slits in the castle walls.

Latrine shaft – the attackers might try and crawl up the shaft, but may get stuck...

Archers

Methods to attack a castle

The Mangonel

The Trebuchet

A Battering Ram

Undermining a castle wall

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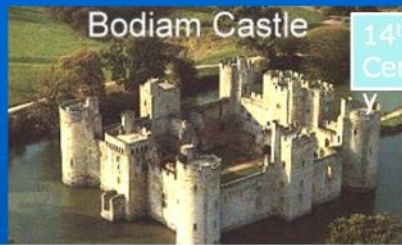
A Battering Ram

Undermining a castle wall

The above power point was used with a year 7 class on ways of attacking a castle in the medieval period. The students were given a total of 8 information sheets which they had to read and summarise in a time period. They were given 4 minutes per sheet which they passed to the pair next to them and the sheets circulated the class so that all students saw all information sheets. The Summary task built on literacy skill. With reading and writing. This was a successful activity as students started to work on summary skills which are an essential part of literacy. Some students struggled with the idea that they shouldn't be writing down everything on the information sheets. An example of what a summary was given in the lesson which helped some students. However when planning a similar activity a clearer explanation would benefit the students.

Example 5

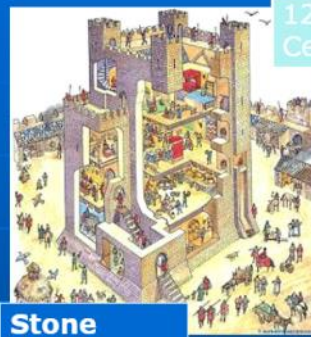
Write down these castles in chronological order.



Bodiam Castle

14th
Centur

Court yard castle surrounded by moat



12th
Centur

Stone
Keep
castle



13th
Century

Concentric
castle



11th
Centur

Motte and bailey
castle

Challenge
Can you write
down the
improvements
for each stage

The above power point was used as a starter activity for a lesson on methods of attacking a castle. This activity built on previous knowledge and revisited the work in the previous lesson. The Idea of this activity was to build on Chronological skills. History lessons struggle to incorporate numeracy skills effectively in context with the lesson however chronology is an essential part of the historical skills as well as having a numeracy element. The examples could have been made more difficult by using a for figure year rather than just the century, and the next level of difficulty could have used mixed year and century numbering. However because this was being used with a year 7 class this level chronological worked well as it revisited the skill which prepares the students for their topic assessment.

Example 6

AutoSave On | motte and bailey castle - Saved to this PC | Rose Enos | PDFescape Desktop Creator

	Ask students to write atleast 3 advantage and 3 disadvantages into their books And if they complete this to start working on the Challenge task Ask students to now complete the big write task: Imagine you are an angry English person who has just led an attack on a motte and bailey castle. Explain what was difficult about your attack and what was easy. Give as much detail as you can.	
Plenary	Quiz on slide 12. Ask for students to put their hands up as quick as possible to answer the question. Choose the fastest person to put hand up to answer.	Students to show their understanding of lesson by trying to answer the questions first.

Page 5 of 6 | 790 words | 12:44 02/01/2020

This lesson was with a year 7 history class. The Topic of the lesson was Motte and Bailey Castles. Students learnt about why motte and bailey castle were important and why William the conqueror built them in vast numbers. The students were given a literacy written task where they were required to explain what the difficulties and the easy aspects of attacking a castle were. They were required to put themselves into the scene and write from the aspect that they had just led and attack on the motte and bailey castle. This build on explanation techniques. However improvement on the explanation given for this lesson by giving examples that this was an evidence and explain answer which they would use in a literacy context.

Resources and tasks that build on prior knowledge

Monday, December 9, 2019

10:44 AM

Example 7

Starter

- Name the 3 main reasons that Britain became involved in the slave trade?
- What facts can you remember about each of the reasons? Name at least one for each.

Key words to think about

- Colonies
- Merchants
- Slave owners
- Believed
- Bible
- Slave labour
- Money
- Trade
- Goods
- Belief
- religion



The above power point slide was used with a year 8 class where the main lesson was about the abolition of slavery. This started was to reflect on previous learning about why Britain wanted to be involved in the slave trade. This was designed to revisit the learning of the previous lesson which would then lead on to why slavery was abolition following the chronology of slavery events. This worked well and students where able to engaged the key ideas why the original reason for being involved in slavery then became less relevant and why attitudes changed which resulted in the abolition of slavery.

Example 8



This Power point slide was used as a Starter activity for a castle development lesson. The previous lesson had been on Motte and Bailey Castles therefore this was an activity which revised what each area of the motte and bailey castle was called. Students write each the answers in their books and then hands down questioning took place after to check that students had retained information as a part of assessment for learning. This activity was received well and students had a good understanding of what each part of the castle was called and what it was used for.

Example 9

THINK: If you were king or queen in medieval times, what problems would there be with keeping control?



This activity was given to a year 7 class on the topic of motte and bailey castles. This was to reflect back on the battle of Hastings scheme of work which had finished several lessons previously as well start to apply individual knowledge and make connections about what the control issues may be when a new king takes over the throne and how does he deal with the problems of control. Students wrote this

ideas down and discussed them with their partner before a class discussion and questioning took place.

Critical reflection

Monday, December 9, 2019 10:45 AM

This reflective evaluation will look at three of the Donaldson's pedagogical principles on effective teaching. How do we know what is effective teaching? There is a general idea that this should be to improve the learning and understanding within our students. This is done with adopting several different teaching approaches and it is not enough to just adopt a certain teaching approach, there needs to be some understanding into why the approach should be used and what are the benefits of using this approach. Effective teaching is also about making the write judgements about which techniques will be most effective. (Coe.R et al, 2014)

Building on metacognition seems to be an over all theme across good teaching practice. This is the idea about 'thinking about thinking', the students need to consider how they come up with the idea and what was the process in thinking. They then need to reflect on this process and come up with the idea how they can improve on this process and what skills are then transferable to other situations both in the classroom and in other environments. (welsh government, 2010) This can be argued to be one of the fundamental features of the new Curriculum for Wales when we look at the Donaldson's Four purposes and specifically the purpose which is building of ambitious, capable learners who become lifelong learners. (Donaldson, 2015)

Assessments have a key role within the education environment because they provide data and give measurements of increased learning. These assessments are usually summative where the only purpose is to give the data at the end of the scheme of work. However, the use of formative assessment has had much discussion and the research shows that formative assessment and particular those that have been termed 'Assessment for learning' tools can have hugely positive results.(Black 2005) The is because giving students constructive feedback on their learning and showing them how to improve on this gives them the tools to make real improvements and to build on skills which are transferable to other situations. Dylan Williams during his programme 'classroom experiment' (2010) discusses the idea that only the feedback should be given when an assessment has taken place. This then starts to build students who are always looking at making improvements rather than students who always want to be at the top. This strategy was faced with a lot of scepticism from the teachers and pupils and it took time for them to adjust to the idea. This idea that using a summative assessment for a formative purpose as been popular in literature (Black, 2005. Muijis and Reynolds,2011) because this can give both the summative information required for the school data collection and if done correctly can give proactive feedback to the students.

There are many different techniques within the area of assessment for learning, these include the use of mini whiteboards, exit passes, sticky notes where students put something they have learnt and a question on something they don't understand, questioning during lesson with a use of cold calling a hands down approach where a student is picked at random, self-assessment and peer assessment.(Hayden et al 2015) All these techniques are aimed at building on receiving information which can be used to further the learning of the students, this can be to inform the teacher of areas and gaps in the students understanding or it can be to inform the students of areas they can improve and how to do this.

These key ideas of Assessment for learning have been strongly taken on board by the welsh government who completed a report 'why develop thinking and assessment for learning in the classroom' (2010) The report looked at all the above ideas but focused on those ideas which specifically build on the strategies to develop thinking with students. The report discussed the idea that to make assessment for learning successful then you need to understand what the student already know, then you need to understand where the student needs to go so that you can then show the student how to get there. This strategy links directly with the ideas of the constructivist who believe that using prior knowledge as a starting point to then build on to achieve the required learning. This they believe is done though using

scaffolding techniques throughout the learning. This then moves on to another of the pedagogical principles of activating prior knowledge as an effective teaching technique.

The constructivist approach builds on making connections with new concepts with prior knowledge and according to Daniel Muijs and David Reynolds (2011) making these connections should not just be done at the beginning of a new topic or lesson they should be incorporated in some way throughout the learning. These ideas should be considered when planning the lesson and become part of good teaching practice. This is because the classroom environment is constantly evolving, and new ideas and beliefs are being explored constantly. Students may recall previous knowledge at different points of the lesson, and these then need to be addressed. This idea continues with Husband and Pearce (2012) who report the ideas of James and Pollard and the belief that if you ignore prior learning which has come from a variety of environments you are leaving a gap where misconceptions have accrued and can later interfere with the results of the learning. Therefore, this becomes an important aspect to remember as prior knowledge is not just about the correct things students understand but also about the incorrect ideas which need to be addressed.

Rosenshine (2012) talks about effective recall of prior learning as an essential practice because this can lead to a more fluent transition within the learning and it strengthens the connections between previous knowledge and learning the new skills and knowledge. It is mentioned that by allowing this recall to take place it makes the new learning easier due to working memory re-activating this knowledge which the new learning is linked too. The research which Rosenshine brings together suggests that teaching is more effective when teachers build in a 5 to 8 minutes review of prior learning. This means that allowing students to have time to recall information and process what they already know it becomes much easier to learning and make those connections with the new information.

Rosenshine also believes that peer assessments are being effective as a recall activity because this allowed the ideas and concepts to be understood more effectively, the learning has a deeper understanding to be able to make the assessment. This is worth remembering when planning the lesson because it then builds on the prior learning and links to the principles of assessment for learning.

According to the report on meta-cognition and self-regulated learning (Quigley et al, revised 2019) The use of assessing prior learning can build on Metacognition skills whereby pupils learn to apply skills from previous lessons to new lessons in order to become more independent learners who understand their own ability and can apply new as well as old methods to make improvements. It's important to remember that when we are talking about prior knowledge that we don't just build on information learnt but also about skills which have been learnt. This means that good teaching effectively builds on skills which can be used across the curriculum and leads to the ideas of cross curriculum responsibilities.

According to Daniel Muijs and David Reynolds (2011) cross curricular teaching is not the traditional subject based learning which the national curriculum currently specifies. It is the use of thematic principles which can cover more than one subject base. These ideas have conflicting views and conflicted research results. Muijs and Reynolds recognise that this cross-curricular approach has been apart of education of a long time. They report that this thematic approach was used during the 1960's and 70's but due to lack of structure and learning objectives a subject specific curriculum was adopted. They discuss the idea that this approach to learning can have huge benefits on metacognitive learning where students have a more self-lead learning strategy which in turn promotes independence. They also state that there are many critics to this style of teaching because some education professionals see that this 'waters down' the learning and the implementation is much more difficult and time consuming. They acknowledge that the research findings are mixed. However these ideas are being brought forward with the new curriculum in Wales and the idea of 'areas of learning and experience' These areas of learning are being designed to allow more freedom in schools to teach in a more cross curriculum style and group together subjects which relate to each other such as Expressive arts, Humanities, health and wellbeing, science and technology, mathematics and numeracy and finally, Languages, literacy and communication. (Donaldson, 2015)

At present teachers have certain cross-curriculum responsibilities which are set out within the Literacy and numeracy framework and the digital competency framework. (Welsh government, 2008) The curriculum also focuses on skills across the curriculum such as developing thinking and communication and learning across the curriculum in the areas of curriculum Cymrieg and Wales, Europe and the world

in key stage 4, personal and social education, and for secondary education careers and world of work. (Department for Children, Education, Lifelong Learning and Skills, 2008) These are all areas which need to be considered when teaching in Wales and are an integral part of building a future generation in Wales with a sense of belonging and purpose and a sustainable future for Wales.

Donaldson concludes that the cross curricular responsibilities of literacy, numeracy and digital competency are areas which should be key to all teaching and an essential part of learning and the responsibility of all teaching staff across the curriculum (2015)

These ideas are back by other academics such as Hayden (2015) who sees that in the teaching of History general cross curricular occurrences present themselves as part of the over all lesson, these can include geography, economics and ethics issues. He also states that it is every teacher's responsibility to improve areas in literacy, digital competency and when possible numeracy. Hayden also makes the point that it is not always possible to fit all these requirements into every lesson but to have an awareness that when you can you should include them into the lesson plan. These seems to be the general beliefs across the teaching profession and therefore have a valid footing to make sure they are embedded in the planning of teaching professionals.

Within my teaching and planning I have implements Assessment for learning strategies these include questioning during the lesson sometimes with a hands down approach, exit tickets or facts, white boards responses, book marking which then is followed with a DIRT lesson (dedicated improvement and reflection time) as in the example 1 this involves students reviewing their feedback and making improvements to their work. This is successful because students can always add a little more to their answers, correct spellings or deepening their answers. This give the students constructive feedback and builds on their understanding of the subject.

All these have been discussed in the literature to be valid and successful parts of assessment for learning. These have become a prominent part of my lesson plans over the duration of my planning and the more they are implemented the more natural part of the teaching they become. One area to consider when planning is to not just leave these strategies for the plenary section of the lesson because lessons do not always run to plan and adjustments sometimes need to be made for planning.

It should also be noted that often 'reflection' is mixed up with the plenary part of the lesson. This can mean that there is no use of the reflection because there is no room to use this reflection to make progress during the lesson. Therefore, it needs to be questioned why the strategy of a plenary use an assessment for learning strategy at the end of the lesson. (Welsh government 2010) This could be used to by the teacher to inform the teaching needed during the next lesson. However, if we are considering that students need to reflect on the AFL strategy then how this takes place needs to be added into the planning of the subsequent lessons.

The use of exit tickets or facts can be arguably not a complete Assessment for learning practice when we take into consideration the ideas of the welsh government report which mentions that assessment for learning should build on teaching thinking and building metacognitive skills. Where this strategy may have influence on what the teacher needs to revisit in the following lesson this on its own does not move the metacognitive learning forward within the pupil therefore when planning these types of assessment for learning need to be thought of as a continuum and what can they inform in the following lessons. However, for many academics such as Hayden (2015) a form of exit ticket is seen as being a good assessment for learning tool because it does do the job of informing the teacher of the gaps in the learning which can then inform the following lesson. Example 2 which I have given shows a power point where I used an exit ticket as a plenary this was useful because it showed that the students had learnt the key ideas from the lesson therefore nothing needed to be moved forward to the following lesson. However as good practice I then use a starter which then reflects on the previous lesson to check the learning. In some lesson which I have implemented students have thought of a question which they would like to ask an historian or someone of the time period which have been studied during that lesson as an exit ticket, these questions then move in to the next lesson and get distrusted amongst the students for them to work in groups and figure out the answers for themselves. This is a more complete use of metacognitive thinking, the students are using their previous learning, they are working collaboratively thinking about the questions and solving the problems within those answers. This means they are using transferable skills.

Example 3 is a sample form my learning journal where it is highlighted that the students complete a self-assessment task using a green pen, the school use green pen to indicate where self-assessment and peer assessment is used within their books. Self-assessment as discussed in the literature builds on students becoming reflective of their own learning and they then gain a clearer and deeper understanding of their own learning. This is an area which I need to implement more because this will help to build more independent learning and helps with scaffolding the reflective process.

The Cross curricular responsibilities which I have implement have mainly focused on the literacy framework because the topic of history naturally is a subject where written responses are given, reading takes place when looking at historical evidence. Two of the examples I have given have been literacy-based Example 4 was a summarising activity and Example 6 a written response to a historical situation. These were easy to implement however when planning, a better and clearer scaffold is needed to bring the skills within the area of literacy. Also, more comprehensive literacy task would also fit well within the planning of the lessons. Collaboration with the English department within the school would also re-enforce the way which they skill are taught to the Students during the English lessons. This would lessen any conflict of how the skills are taught and supplement them more effectively.

Example 5 was the use of chronology in a starter activity this is one numeracy element which is an important concept to learn within the history teaching classroom. This was easily grasped however for future reference this task could be made to stretch the students understanding of Chronology by giving them mixed date and century numbers for example the year 1785 and 18th century because this is a difficult numeracy understanding.

As mentioned in the literature above building cross curricular skills are essential in the learning environment because they are skills which cross all lesson and are key to all subjects and future learning. As teacher we want our students to be able to achieve the best they can and to become those independent lifelong learners which these skills are essential for.

The prior learning activities which I have mostly used within my teaching and planning have been as starter actives at the beginning of the lesson. This seems to be a good place to start to revisit prior learning. The activities have sometimes covered the previous lesson and previous topic areas. Class discussions also bring up information which students have learnt in previous situations. New topics or ideas usually have a class discussion where students are asked for contributions on what they know about the topic. In the school which these lessons take place the students usually have relevant ideas and knowledge on the subject.

The 3 Examples which I have given for the pedogeological principle of 'good teaching and learning set tasks and selects resources that build on previous knowledge and experience and engage interest' are all starter activities which achieve this. Example 7 is an example where the students recall the 3 main reasons why Britain wanted to be involved in the slave trade. This was planned so that students revised the ideas from the previous lesson and then build on those ideas to introduce them to the ideas of the abolition of slavery. This was successful because students were able to make links to what started and what ended the slave trade and they were able to show that the change in the economy and the change in attitude contributed to this. We know that this was successful because the assessment for learning techniques used within the lesson give feedback to check on student progress through questioning and through the exit task which is shown in example 2.

Example 8 looked at the previous lessons learning of motte and bailey castles. This was also successful because the students were able to show that what they had remembered from the previous lesson. It also became the starting point for the main body of the lesson because students started to build on these ideas and how the castle construction evolved. This helped with the understanding of chronological progression and allowed students to move forward in their learning. We know this was successful because as shown in example 5 students were able to then make the links to the chronological progression for the starter activity in the next lesson.

One area which I can make sure is added into the planning is to make prior knowledge task a continuing process throughout the lessons and not just at the beginning.

There are many links between the 3 Pedological principles which have been discussed and they all work hand in hand together to produce effective teaching. I will be making sure that these areas are

implanted more effectively by using more self-assessment and peer assessment techniques within my assessment for learning and making sure that students receive better feedback so that they can become more independent learners. I will also be building on the cross curricular responsibilities by implementing more digital competency which can be done in history teaching by discussing reliable sources and using more research techniques within the classroom. It is also worth remembering that activating prior knowledge is an ongoing process and all three Pedagogical principles work on the metacognition of pupils and build independent resilient and reflective lifelong learners.

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Monday, December 9, 2019 10:45 AM

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